Introduction
The members of the Department of Kinesiology and Recreation Administration approved the following teaching, scholarly/creative, and service activities as applicable to the Retention, Tenure, and Promotion (RTP) process pursuant to Appendix J of the Faculty Handbook. Candidates should demonstrate their active participation and the value and significance of their contributions in their PDS and via letters from colleagues inside and outside HSU, from students, community members, and discipline-related professionals.

Teaching Effectiveness
Appendix J, section IX.B.1.a.4 section states:

Teaching effectiveness is assessed primarily through collegial evaluation of classroom teaching and summary analysis of student evaluations by peers. Evaluations of teaching effectiveness shall be based primarily on written statements from colleagues within the candidate's academic discipline(s). The statements should be supported by direct observation of the candidate's performance. Such observation can take place in a variety of ways, such as classroom visitations, team teaching, guest lecturing, etc. Multiple observations, conducted over a period of time, are preferable to a single observation conducted solely for personnel purposes.

We recognize that student advising and mentoring should be evaluated as part of teaching effectiveness as per Appendix J, section IX.B.1.a.6:

Constructive and professional relationships with students are important for a strong academic program, therefore, it is expected that faculty demonstrate sound academic advising, effective counseling of students on course-related matters, the ability to work with a diverse student population, and availability of the faculty member on a regular basis to assist the academic needs of students.

All members of the Kinesiology and Recreation Administration faculty who are tenure-track and at or above the rank of the candidate (unless they are on an approved extended leave such as a sabbatical) should write collegial letters that include descriptions of, and reflections on, their observations of the KRA faculty candidate. Letters should document multiple classroom
observations over time and address the use of specific teaching strategies. While faculty in the KRA have the responsibility for undertaking such observations, other faculty, relevant staff, or personnel are welcome to make teaching observations. For purposes of evaluating activities for teaching effectiveness in collegial letters, the following activities are examples of the types to be evaluated:

1. **Direct Instruction:**
   a. The candidate’s in-class teaching including, but not limited to, class lecture, discussion, in-class learning activities, and presentation of material;
   b. The candidate in other teaching environments, such as workshops, co-teaching, activities, field trips, or guest lectures; and
   c. Course syllabi and/or assignments and the candidate’s use of a learning management system to organize and convey class material.

2. **Academic Advising, Supervising and Mentoring of Students:** This may include academic advising and career mentoring of students; supervising student-assistants; and/or providing additional observation, evaluation, and/or support outside of the normal classroom environment as indicated in student letters or through collegial observation.

3. **Development of Teaching Materials and Curriculum:** This may include developing teaching materials such as course outlines, study-guides, instructional manuals, case studies and simulations, and/or other content used in the classroom; developing and/or revising curriculum outcomes and assessment methodologies; and/or making contributions to the achievement of departmental curriculum goals.

4. **Professional Development Activities in Teaching:** This may include reviewing literature and research in teaching subject areas, planning and/or participating in professional development activities, developing and improving teaching and assessment methods, attending conferences and/or seminars relevant to teaching subject areas, and/or conducting research or other activities related to teaching but not published or disseminated as scholarly work.

To reach a level of “excellent” in teaching effectiveness, a candidate for tenure and promotion will normally meet all the conditions listed under “essential” (listed below) throughout the period under review AND demonstrate a pattern of meeting some of the "indicators of excellence" in any given review period. If candidates do not meet these expectations, an explanation will be provided in the PDS.

Candidates for RTP must document these activities (when applicable) as part of their WPAF. In the PDS portion of the WPAF, candidates must also provide critical reflection on their pedagogy and on student and faculty evaluation of their teaching.

While recognizing that student letters and evaluations are deemed additional to other materials, they are nevertheless significant in a teaching institution, and therefore any pattern of unfavorable comments and/or lower scores on student evaluations must be specifically reflected upon and combined with a plan for improvement, where relevant.
Essential activities include ALL of the following:

- Communicating course objectives, policies, and grading criteria in all classes;
- Supporting a diverse and inclusive learning environment, demonstrated through the use of varied means of assessment, multicultural content, responsive teaching strategies, and participation in training opportunities on and/or off campus;
- Utilizing course design, materials, and practices that indicate responsible fulfillment of classroom duties and currency in the field, and evidence of student success in achieving goals set for the course by the university and the program;
- Demonstrating evidence of teaching excellence in the classroom based on observation by colleagues;
- Receiving a pattern of favorable comments and student ratings at or above 3.7 on the student-evaluation survey instrument. In the event of a pattern of unfavorable comments and/or scores below 3.7, the candidate is expected to provide an explanation regarding these scores and/or a plan for future changes.
- Participating in departmental efforts (if any) to assess and improve courses with which the faculty member has been involved;
- Demonstrating knowledge and command of appropriate levels of technology for courses taught;
- Advising assigned advisees and promoting their success in the major and time-to-graduation;
- Being available to students for a predictable number of hours outside of class each week via regular office hours, e-mail, etc.
- For faculty seeking promotion to the rank of professor, there should be an established pattern of mentorship of junior faculty.
- A pattern of positive student letters;

Indicators of excellence in teaching:

- Evidence of a rigorous, thoughtful, and dynamic approach to the teaching/learning process and holistic student welfare;
- Efforts to improve and adapt teaching with innovative methods such as developing original content or the use of active learning strategies such as case studies or simulations;
- Participating in activities designed to enhance the candidate’s teaching effectiveness and advising, such as the Institute for Student Success or events organized by the Center for Teaching and Learning;
- Engaging in ongoing mentoring of students above required advising duties;
- Developing and implementing new/innovative courses;
- Developing and maintaining community partnerships for student internships, practica, and/or service-related course activities;
- Conducting workshops or seminars that enhance teaching within the department, college or profession;
- Receiving a student group, college, university, or discipline-based teaching/faculty award;
- Effectively supervising students in their own and/or faculty-based original research projects.
Scholarly/Creative Activities
We, the faculty in Kinesiology and Recreation Administration:

- Welcome scholarship as peer-reviewed, disseminated work across a range of fields and will treat these fields as holding equal weight.
- Recognize that scholarship comes in many forms and may employ disparate methodologies and therefore value collaborative research and co-authored publications as a useful, and often necessary, part of interdisciplinary research. Beyond two authors, collaborative work will be weighted according to the proportion of work provided by the candidate, as evidenced in the WPAF.
- Embrace the five dimensions of scholarship as proposed by Ernest Boyer in *Scholarship Reconsidered* (discovery, integration, application, teaching and community engagement) and the activities associated with those dimensions as outlined in Appendix J, Section IX.B.2.a-e.
- Value involving students in our research and/or community projects.

The Kinesiology and Recreation Administration Department recognizes the following as quality scholarly products. They are organized in two categories. No relative importance or weighting is implied by the order within each category.

Examples of activities typically considered as evidence of an ongoing scholarship program have been grouped into categories 1 and 2 below. These lists should not be considered exhaustive and Appendix J, Section IX.B.5 does indicate that a candidate being evaluated may submit a similar activity for evaluation that is not included in the five dimensions of scholarship (listed in Appendix J, Section IX.B.2). A candidate may, therefore, make the case in the WPAF that an activity not listed at all, or that is currently listed as category 2, should count as a contribution to scholarship or in a higher category for purposes of evaluation. The candidate may also make a case for giving more weight to a specific achievement (such as publication in a tier 1 journal).

Guided by a principle of quality, not quantity, the candidate’s IUPC will comment on the placement of any activities not specifically listed in the categories below.

**Category 1**

- Publishing, or having accepted for publication, a manuscript in a peer reviewed publication, such as a journal article\(^1\) or a scholarly book chapter
- Publishing, or having accepted for publication, a scholarly endeavor, such as a peer-reviewed and discipline-specific book or textbook\(^2\)

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\(^1\) Peer-reviewed journal articles include original research articles, review articles, meta-analysis articles, technical notes, and short communication articles.

\(^2\) Publication of a complete book will generally be considered as equal to the publication of three journal articles. The candidate may make a case in the WPAF for different weighting of this type of scholarship based on the quality and/or the magnitude of the effort.
Presenting original work at external international, national or regional conferences, workshops, or forums where peer review and dissemination are an integral part of the process (for example, when papers are circulated in advance)

- Receiving a significant (≥$10,000) externally funded grant or contract in support of original research and/or professional development

- Shaping core curriculum or designing new courses in a process that involves peer review and dissemination beyond HSU

- Publishing a peer-reviewed manuscript in the proceedings from a scholarly conference at which original research is presented at the national or international level

### Category 2

- Publishing a book review, review essay, technical report, encyclopedia entry, peer-reviewed research abstract, or scholarly web-based commentary or podcast in relevant area

- Receiving an externally funded grant or contract in support of original research, program development, and/or personnel development (<$10,000)

- Participating in academic conferences or forums by presenting original work, workshops, or acting as a discussant on a panel or roundtable

- Delivering an invited lecture on scholarly work

- Designing new courses to advance the program (peer-reviewed and disseminated beyond HSU)

- Developing educational media or software (peer-reviewed and disseminated beyond HSU)

- Creating and assessing a program within respective fields of academic study (peer-reviewed and disseminated beyond HSU)

- Producing ancillary materials for textbooks, online resources (peer-reviewed and disseminated beyond HSU)

- Acting as a scholarly resource in non-academic contexts, for example for the government, the press, or in publications for a popular audience

- Developing and submitting an unfunded external grant

- Receiving positive reviews on an unpublished article from the journal reviewers

- Receiving funded internal (HSU) grants or contract (except travel grants)

- Organizing a scholarly conference at which original research is presented

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4 Throughout: “External” means “to be from outside Humboldt State University,” whereas “internal” means “to be from within Humboldt State University.”
<table>
<thead>
<tr>
<th><strong>Excellent</strong></th>
<th>At least THREE distinct activities(^5) from Category 1 (at least ONE of which is a peer-reviewed publication),(^6) AND</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A total of SIX distinct activities from Category 2 during the period under review, including service credit</td>
</tr>
<tr>
<td><strong>Good</strong></td>
<td>At least TWO distinct activities from Category 1 (at least ONE of which is a peer-reviewed publication), AND</td>
</tr>
<tr>
<td></td>
<td>A total of FIVE distinct activities from Category 2 during the period under review, including service credit</td>
</tr>
<tr>
<td><strong>Minimum Essential</strong></td>
<td>At least ONE peer-reviewed publication from Category 1, AND</td>
</tr>
<tr>
<td></td>
<td>A total of FIVE distinct activities from Category 2 during the period under review, including service credit</td>
</tr>
</tbody>
</table>

\(^5\) Throughout: “Distinct activity” means a separate activity and \textit{not} that a candidate must demonstrate achievement of multiple different types of activities, e.g., publication of a peer reviewed article, submitting a book manuscript for publication and receiving an externally funded grant. We mean that the candidate must complete three activities of the types listed in Category 1. For example, each peer-reviewed article counts as one distinct activity.

\(^6\) Throughout: additional activities in Category 1 can be used by the candidate to take the place of activities from Category 2, but additional activities from Category 2 cannot be used to offset deficiencies in activities from Category 1.
Minimum Combination of Activities Required for Achievement of Excellent, Good, and Minimum Essential in Scholarly/Creative Activities for Retention, Tenure and Promotion from Associate to Professor

<table>
<thead>
<tr>
<th>Level</th>
<th>Criteria Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Excellent</strong></td>
<td>At least FOUR distinct activities from Category (at least TWO of which are peer-reviewed publications) AND A total of FIVE distinct activities from Category 2 since appointment as Associate</td>
</tr>
<tr>
<td><strong>Good</strong></td>
<td>At least THREE distinct activities from Category 1 (at least ONE of which is a peer-reviewed publication) AND A total of FOUR distinct activities from Category 2 since appointment as Associate</td>
</tr>
<tr>
<td><strong>Minimum Essential</strong></td>
<td>At least TWO distinct activities from Category 1 (at least ONE of which is a peer-reviewed publication) AND A total of FOUR distinct activities from Category 2 since appointment as Associate</td>
</tr>
</tbody>
</table>
Service to the University, Profession or Community
KRA tenure line faculty are expected to make service to the KRA Department or their respective program their first priority. They are also expected to maintain a consistent pattern of regular activity across the period of review. Examples of activities typically considered as evidence of an ongoing commitment to service have been grouped into Categories 1 and 2 below. In the WPAF, an RTP candidate should list and describe all service activities and provide a brief statement regarding his or her contribution to each activity, including role(s) and time commitment.

We note that Appendix J, Section IX.B.5 provides that the candidate may submit an activity for evaluation that is not included in the core definition of service as put forward in Appendix J, Section IX.B.3. A candidate may make the case in his or her WPAF that an activity not listed in Categories 1 and 2 should count as a contribution to service for purposes of evaluation. Additional activities in Category 1 can be used to take the place of requirements from Category 2, but additional activities from Category 2 cannot be used to offset deficiencies in activities from Category 1.

In a case in which the candidate has been called upon to perform disproportionate service in one activity, such as the ongoing mentoring of students or service on departmental, college, or university committees, the candidate can make case in the WPAF for exceptional consideration of weighting of activities in Categories 1 and 2. We recognize the cultural taxation of faculty members of color, who provide intensive student mentoring and who are called on to serve on multiple equity committees and institutional change initiatives. It is incumbent on the IUPC to contextualize the candidate’s service, and to recognize extraordinary service, where cultural taxation is a factor.

Guided by a principle of quality not quantity, the candidate’s IUPC will comment on the placement of any activities not specifically listed in the categories below.

**Category 1: Examples of Leadership Activities**

- Chairing or leading college or university committees or Programs
- Serving as a member on time-consuming college or university committees, such as but not limited to Senate, ICC, or a personnel search
- Chairing a KRA search committee or I UPC
- Serving as chair or another leadership position for a board or other community organization related to academic/professional interest
- Acting as an elected or appointed leader in discipline-based professional associations
- Creating and successfully sustaining significant collaborative partnerships with schools, industry, community, or other agencies that results in notable impact on curriculum, the HSU campus, and/or the community.
- Developing community/alumni relationships for in kind or monetary contributions to promote student success or develop scholarship.
- Serving as an editor of an academic or professional journal
● Developing, running and/or maintaining community programs that result in students having practical application of academic knowledge, while providing services to the community (e.g., Outdoor Assistantship, HSUfit, WellFit, FitFam, Fire Program, OLLI classes), when above and beyond assigned teaching duties.

Category 2: Examples of Breadth Activities
● Serving on a KRA committee, such as the assessment, curriculum, budget, graduate, bylaws, marketing, personnel, or search committee
● Participating (but not chairing/leading) in an active/working college or university committee
● Serving as a peer reviewer for journals, presses, conference submissions (proceedings, presentations, workshops), or granting agencies
● Serving as an active faculty member in another program/department (i.e., attending another department's meetings, serving on another department's committees, etc.)
● Acting regularly as a resource or consultant for the campus or greater community regarding academic or professional subject matter through outreach and networking (e.g., pro-bono consulting, radio interviews)
● Participating in a discipline-based professional association, for example, by serving as a conference panel chair or a committee member (e.g., an awards committee)
● Serving as an advisor to student organizations/clubs on campus
● Expanding opportunities for students or programs in the community in area of academic and/or professional interest (such as creating an internship or building long-term relationships that support student professional development) above and beyond assigned teaching duties
● Mentoring colleague(s), as evidenced by evaluative letters from mentees
● Serving on a master’s degree thesis committee, when not part of assigned teaching duties
● Serving on a board or other community organization related to academic/professional interest
● Collaborating on with colleagues from across campus, or from other campuses on one or more projects, such as, curricular, facilities, policies, or grant-writing.

Essential service generally expected of all tenure-track faculty members
● Participating regularly in program and department meetings
● Contributing to the program and department as an active team member
● Collaborating with colleagues within the department
● Serving on at least one KRA committee, such as the assessment, curriculum, budget, graduate, bylaws, marketing, or personnel committee.
● Attending important university events, such as convocation and commencement
● Writing evaluative letters for colleagues
Minimum Combination of Activities Required *per year, on average, in residence* for Achievement of Excellent, Good, and Minimum Essential in Service Activities for Retention, Tenure and Promotion from **Assistant to Associate Professor**

<table>
<thead>
<tr>
<th>Level</th>
<th>Essential</th>
<th>At least ONE activity from Category 1, AND</th>
<th>At least FIVE distinct activities from Category 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>Essential</td>
<td>At least ONE activity from Category 1, AND</td>
<td>At least FIVE distinct activities from Category 2</td>
</tr>
</tbody>
</table>

Minimum Combination of Activities Required *per year, on average, in residence* for Achievement of Excellent, Good, and Minimum Essential in Service Activities for Retention, Tenure and Promotion from **Associate Professor to Professor**

<table>
<thead>
<tr>
<th>Level</th>
<th>Essential</th>
<th>At least TWO activities from Category 1, AND</th>
<th>At least SIX distinct activities from Category 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>Essential</td>
<td>At least TWO activities from Category 1, AND</td>
<td>At least SIX distinct activities from Category 2</td>
</tr>
</tbody>
</table>

7 Throughout: “Distinct activity” in this context means separate and distinct service commitments. For example, each time a candidate leads a different college or university committee (or serves a separate term as chair) counts as a distinct activity within the category of “chairing or leading college or university committee or strategic program.”